HIST 266: Slavery and the Founders

Fall 2018

TTH 9:25-10:40

Contact Information

Instructor: Dr. William E. Skidmore
Office: Humanities Building 305
Email: wes3@rice.edu
Office Hours: TTH 11-12 and 4-5 (also by appt.)

Course Objectives and Learning Outcomes

The purpose of this class is to introduce students to the study of history by pushing them to develop their own answers to one of the perennial questions in the history of the United States: how should we understand the Founding Fathers' relationship to slavery and antislavery. By the close of this class, students should have: 1) learned how to recognize and develop an original historical interpretation; 2) become acquainted with the analytical tools used by historians in the development of historical and historiographical arguments; 3) developed the capacity to evaluate and improve peers' discussion of readings and their original historical scholarship; 4) developed their own interpretations of the place of slavery in the founding of the United States. Students who take this class will improve their general skills in critical reading, writing, and discussion.

Required Texts and Materials

We will use seven books, as well as various readings that will be posted on the History 266 Canvass website. You should acquire the books from online sellers (Amazon, B & N, etc.), because I have not ordered them through the bookstore. The syllabus clearly indicates what readings we will discuss during each meeting; read them **before** those meetings and bring copies to class.

1) Gordon S. Wood, *Revolutionary Characters: What Made the Founders Different* (NY, 2006)

2) Erica Armstrong Dunbar, *Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave, Ona Judge* (NY, 2018)

3) Annette Gordon-Reed, *The Hemingses of Monticello: An American Family* (NY, 2008)

4) Richard Newman, *Freedom's Prophet: Bishop Richard Allen, the AME Church, and the Black Founding Fathers* (NY, 2008)

5) Gordon S. Brown, *Toussaint's Clause: The Founding Fathers and the Haitian Revolution* (Jackson, Miss., 2005)

6) Andrew Levy, *The First Emancipator: Slavery, Religion, and the Quiet Revolution of Robert Carter* (NY, 2004)

7) Ronald Johnson, *Diplomacy in Black and White: John Adams, Toussaint Louverture, and Their Atlantic World Alliance* (GA, 2014)

Grade Policies

25% (125 points) Class Participation and Journal

10% (50 points) Final Paper Presentation

15% (75 points) First Essay (3-5 pages, the instructor will provide the topic)

20% (100 points) Second Essay (3-5 pages)

30% (150 points) Final Essay

A= 93% and above	= 465+ points
A- = 90-92%	= 450-464 points
B+ = 88-89%	= 440-449 points
B = 83-87%	= 415-439 points
B- = 80-82%	= 400-414 points
C+ = 78-79%	= 390-399 points
C = 73-77%	= 365-389 points
C- = 70-72%	= 350-364 points
D+ = 68-69%	= 340-349 points
D = 63-67%	= 315-339 points
D- = 60-62%	= 300-314 points
F = 0-59%	= 0-299 points

The shorter papers will be in response to a question that will be handed out in class and posted on Canvass; the longer paper will be a case study of a member of the founding generation (outside of the figures examined in class) and slavery, though you are welcome—even encouraged—to develop a different topic of your choosing. You should consult with me, and you must get my approval for an alternate topic. You must

turn in hard copies of your papers at the beginning of the class in which they are due, and also send me an archival electronic copy through email (wes3@rice.edu).

Absence Policies

You are expected to attend all classes and to arrive on time. Unexcused absences or arriving late more than twice over the course of the semester will affect your grade. To preserve your privacy, an excused absence may be documented by an RA, Master, doctor, etc. via email. Please contact me with further questions or concerns.

Rice Honor Code

In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at http://honor.rice.edu/honor-system-handbook/. This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

Disability Support Services

If you have a documented disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Disability Support Services (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

Syllabus Change Policy

This syllabus is only a guide for the course and is subject to change with advanced notice.

Course Schedule

Tuesday, August 21, 2018

Topic: Short Introduction and Class Expectations

Thursday, August 23, 2018

Topic: Who Are The Founders?

Reading:

1) Gordon Wood, *Revolutionary Characters*, Introduction, pp. 1-28
2) "Introduction" in David Waldstreicher & et al., eds., *Beyond the Founders*, pp. 1-28 (Canvass)

Tuesday, August 28, 2018

Topic: Slavery and Colonial Society

Reading:

1) Edmund Morgan, "Slavery and Freedom: The American Paradox" *The Journal of American History*, vol. 59, no. 1 (1972): pp. 5-29 (Canvass)

Thursday, August 30, 2018

Topic: George Washington

Reading:

1) Gordon Wood, *Revolutionary Characters*, Chapter 1 (Washington), pp. 29-65
2) Watch Joanne Freeman C-Span (*Affairs of Honor* Link)

Tuesday, September 4, 2018

Topic: Ona Judge and the Washingtons

Reading:

1) Erica Armstrong-Dunbar, *Never Caught*, pp. xv-98

Thursday, September 6, 2018

Topic: Ona Judge and the Washingtons

Reading:

1) Erica Armstrong-Dunbar, *Never Caught*, pp. 99-197

Tuesday, September 11, 2018

Topic: Thomas Jefferson

Reading:

1) Wood, *Revolutionary Characters*, Chapter 3 (Jefferson), pp. 91-118
2) Thomas Jefferson on Race and Slavery (1781), pp. 134-137 (Canvass)
3) Thomas Jefferson Describes Indians, Slaves, and Blacks, 1787, pp. 105-108 (Canvass)
4) Thomas Jefferson's Racism, 1788

Thursday, September 13, 2018

Topic: Thomas Jefferson and Sally Hemmings

Reading:

1) Gordon-Reed, *The Hemingses of Monticello*, Part I

Tuesday, September 18, 2018

Topic: Thomas Jefferson and Sally Hemmings

Reading:

1) Gordon-Reed, *The Hemingses of Monticello*, Part II

Thursday, September 20, 2018

Topic: Thomas Jefferson and Sally Hemmings

Reading:

1) Gordon-Reed, *The Hemingses of Monticello*, Part III

Tuesday, September 25, 2018

Topic: Robert Carter

Reading:

1) Andrew Levy, *The First Emancipator*, Part I

Thursday, September 27, 2018

Topic: Robert Carter

Reading:

1) Andrew Levy, *The First Emancipator*, Part II

Tuesday, October 2, 2018

Reading: Watch Jefferson in Paris (Amazon Video)

Thursday, October 4, 2018

*****First Essay Due at the Beginning of Class*****

Tuesday, October 9, 2018 - NO CLASS

Thursday, October 11, 2018

Topic: The Black Founding Fathers

Reading:

1) Richard Newman, "Protest in Black and White: The Formation and Transformation of an African American Political Community during the Early Republic," in Waldstreicher, Beyond the Founders, pp. 180-204 (Canvass)

Tuesday, October 16, 2018

Topic: Richard Allen

Reading:

1) Richard Newman, *Freedom's Prophet*, pp. i-127

Thursday, October 18, 2018

Topic: Richard Allen

Reading:

1) Richard Newman, *Freedom's Prophet*, pp. 128-208

Tuesday, October 23, 2018

Topic: Richard Allen

Reading:

1) Richard Newman, *Freedom's Prophet*, pp. 209-299

Thursday, October 25, 2018

Topic: Toussaint Louverture

Reading:

1) Gordon Brown, *Toussaint's Clause*, pp. iv-125

Tuesday, October 30, 2018

Topic: Toussaint Louverture

Reading:

1) Gordon Brown, *Toussaint's Clause*, pp. 126-212

Thursday, November 1, 2018

Topic: Toussaint Louverture

Reading:

1) Gordon Brown, *Toussaint's Clause*, pp. 213-295

Tuesday, November 6, 2018

Topic: John Adams and Toussaint Louverture

Reading:

1) Ronald Johnson, *Diplomacy in Black and White*, pp. 1-112

Thursday, November 8, 2018

Topic: John Adams and Toussaint Louverture

Reading:

2) Ronald Johnson, *Diplomacy in Black and White*, pp. 113-184

Tuesday, November 13, 2018

Topic: The Haitian Revolution and Slavery

Reading: (All on Canvass)

1) The Enlightenment, Race, and Slavery
2) The Founding of the Friends of the Blacks
3) Fear of Emancipation and Revolt
4) A Free Man of Color's Complaints
5) Free People of Color Organize
6) The Abbe Gregoire's Violent Rhetoric
7) Oge Addresses the Planters' Club

Thursday, November 15, 2018

Topic: Haitian Slave Emancipation

Reading: (All on Canvass)

1) The Colonists' Fear of Sonthonax, September 1792
2) Sonthonax's Early Advocacy of Slave Emancipation
3) Abolitionist Reaction to the Slave Insurrection
4) Spain's Offer to the Insurgent Slaves
5) The Emancipation Proclamation of 29 August 1793
6) The Black Auxiliaries of Carlos IV
7) Royalism, Republicanism, and Freedom
8) France Abolishes Slavery
9) Belley, the Black Deputy
10) The Fort Dauphin Massacre, 7 July 1794

Tuesday, November 20, 2018

Topic: Atlantic Responses to the Haitian Revolution

Reading: (All on Canvass)

1) "Rights of Black Men": Abraham Bishop, 1791
2) Samuel Whitchurch, Hispaniola, a Poem
3) An Anguished Thomas Jefferson
4) Charles Brockdcn Brown: The Haitian Peril, Abolition, and Race

5) Race and Barbarism: An Early Historian
6) William Wordsworth, “To Toussaint Louverture"
7) Frederick Douglass, Lecture on Haiti

Thursday, November 22, 2018 - NO CLASS

*****Second Essay Due by Midnight*****

Tuesday, November 27, 2018

Topic: Class Presentations

Thursday, November 29, 2018

Topic: Class Presentations

FINAL ESSAY will be due at MIDNIGHT on December 10, 2018